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CRISIS ASSESSMENT TOOL (CAT)

Indiana Version

Manual

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A large number of individuals have collaborated in the development of the second version of the Crisis Assessment Tool (CAT). The CAT was developed based on work done using the Childhood Severity of Psychiatric Illness (CSPI) in collaboration with the New Jersey Division of Behavioral Healthcare as a component of the Division of Children's Behavioral Health Services. Along with the various Child and Adolescent Needs and Strengths (CANS) versions for mental health, developmental disabilities, juvenile justice, and child welfare, this information integration tool is designed to support individual case planning and the planning and evaluation of service systems. The CAT is an open domain tool for use in service delivery systems that address the mental health of children, adolescents and their families. The copyright is held by the Buddin Praed Foundation to ensure that it remains free to use. For specific permission to use please contact the Foundation at buddinpraed@yahoo.com. For more information on the **CAT** contact:

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CRISIS ASSESSMENT TOOL (CAT)

The CAT is a decision support and communication tool to allow for the rapid and consistent communication of the needs of children experiencing a crisis that threatens their safety or well-being or the safety of the community. It is intended to be completed by the individuals who are directly involved with the crisis assessment. The form serves as both a decision support tool and as documentation of the identified needs of the child served along with the decisions made with regard to treatment and placement at the time of the crisis.

This tool is designed from a communication theory perspective. As such, the indicators are selected to represent the key information needed in order to decide the best intervention strategy for a child during a time of crisis. For each indicator, four levels are anchored in order to translate the indicator into a level of action. For the CAT, these four levels can be generally translated into the following:

- 0** indicates no evidence or no reason to believe that the rated item requires any action.
- 1** indicates a need for watchful waiting, monitoring or possibly preventive action.
- 2** indicates a need for action. Some strategy is needed to address the problem/need.
- 3** indicates a need for immediate or intensive action. This level indicates an immediate safety concern or a priority for intervention.

In order to enhance the reliability of the CAT, anchor points have been designed to facilitate the translation of levels of each indicator into the four action levels described above. It should be noted that these anchor points represent guidelines. Since it is not feasible to exhaustively define all circumstances that might fit a particular level, the assessor may use some clinical judgment to determine the rating when no clear choice is obvious. This judgment should be guided by a decision on the appropriate level of action required for the specific indicator.

A primary goal of this tool is to further communication with both the individual child and family and for the children's initiative system of care. As such, consistency and reliability in the use of this tool is important. Therefore, formal training is required prior to any staff completing this tool based on an actual crisis assessment.

Please note that a 24 hour window is used for the symptoms and risks. This window is just to remind the rater that the interest is in describing the child or adolescent's immediate needs in these regard. The use of the word 'history' in many of the ratings of '1' refers to lifetime history. In other words, if a youth attempted suicide five years ago but is not actively suicidal, a rating of '1' would be appropriate.

This version of the CAT was designed to correspond with the Indiana versions of the Child and Adolescent Needs and Strengths (CANS) tool used with the Indiana children's system of care.

Definitions of Coding Criteria

RISK BEHAVIORS

<i>Check</i>	SUICIDE RISK <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History but no recent ideation or gesture.
2	Recent ideation or gesture but not in past 24 hours.
3	Current ideation and intent OR command hallucinations that involve self-harm.

<i>Check</i>	SELF-MUTILATION <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History of self-mutilation.
2	Engaged in self mutilation that does not require medical attention.
3	Engaged in self mutilation that requires medical attention.

<i>Check</i>	OTHER SELF HARM <i>Please rate the highest level from the past 24 hours</i>
0	No evidence of behaviors other than suicide or self-mutilation that place the child at risk of physical harm.
1	History of behavior other than suicide or self-mutilation that places child at risk of physical harm. This includes reckless and risk-taking behavior that may endanger the child.
2	Engaged in behavior other than suicide or self-mutilation that places him/her in danger of physical harm. This includes reckless behavior or intentional risk-taking behavior.
3	Engaged in behavior other than suicide or self-mutilation that places him/her at immediate risk of death. This includes reckless behavior or intentional risk taking behavior.

<i>Check</i>	DANGER TO OTHERS <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History of homicidal ideation, physically harmful aggression or fire setting that has put self or others in danger of harm.
2	Recent homicidal ideation, physically harmful aggression, or dangerous fire setting but not in past 24 hours.
3	Acute homicidal ideation with a plan or physically harmful aggression OR command hallucinations that involve the harm of others. Or, child set a fire that placed others at significant risk of harm.

<i>Check</i>	SEXUAL AGGRESSION <i>Please rate the highest level from the past 24 hours</i>
0	No evidence of any history of sexually aggressive behavior. No sexual activity with younger children, non-consenting others, or children not able to understand consent.
1	History of sexually aggressive behavior (but not in past year) but child has not engaged in sexually aggressive behavior for the past year OR sexually inappropriate behavior in the past year that troubles others such as harassing talk or excessive masturbation.
2	Child is engaged in sexually aggressive behavior in the past year but not in the past 24 hours.
3	Child has engaged in sexually aggressive behavior in the past 24 hours.

Check	RUNAWAY <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History of runaway from home or other settings involving at least one overnight absence, at least 30 days ago.
2	Recent runaway behavior or ideation but not in past 7 days.
3	Acute threat to runaway as manifest by either recent attempts OR significant ideation about running away OR child is currently a runaway.

Check	JUDGMENT <i>Please rate the highest level from the past 24 hours</i>
0	No evidence of problems with judgment or poor decision making that result harm to development and/or well-being.
1	History of problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being. For example, a child who has a history of hanging out with other children who shoplift.
2	Problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being.
3	Problems with judgment that place the child at risk of significant physical harm.

Check	FIRESETTING <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History of fire setting but not in the past six months.
2	Recent fire setting behavior (in past six months) but not of the type that has endangered the lives of others (e.g. playing with matches) OR repeated fire-setting behavior over a period of at least two years even if not in the past six months
3	Acute threat of fire setting. Set fire that endangered the lives of others (e.g. attempting to burn down a house).

Check	SOCIAL BEHAVIOR <i>Please rate the highest level from the past 24 hours</i>
0	No evidence of problematic social behavior.
1	Mild level of problematic social behavior. This might include occasional inappropriate social behavior. Comments to strangers or unusual behavior in social settings might be included in this level.
2	Moderate level of problematic social behavior. For example, frequent cursing in public would be rated here.
3	Severe level of problematic social behavior. Child's social behavior places him/her at risk for serious sanctions (e.g. suspension, expulsion from school, loss of foster home) For example, threatening others would be rated here.

Check	BULLYING <i>Please rate the highest level from the past 24 hours</i>
0	Youth has never engaged in bullying at school or in the community.
1	Youth has been involved with groups that have bully other youth either in school or the community; however, youth has not had a leadership role in these groups.
2	Youth has bullied other youth in school or community. Youth has either bullied the other youth individually or led a group that bullied youth
3	Youth has repeated utilized threats or actual violence to bully youth in school and/or community.

BEHAVIORAL/EMOTIONAL SYMPTOMS

Check	PSYCHOSIS <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History or suspicion of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder.
2	Clear evidence of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder.
3	Clear evidence of dangerous hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder which places the child or others at risk of physical harm.

Check	IMPULSE/HYPERACTIVITY <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	Some problems with impulsive, distractible or hyperactive behavior that places the child at risk of future functioning difficulties.
2	Clear evidence of problems with impulsive, distractible, or hyperactive behavior that interferes with the child's ability to function in at least one domain.
3	Clear evidence of a dangerous level of impulsive behavior that can place the child at risk of physical harm.

Check	DEPRESSION <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History or suspicion of depression or mild to moderate depression associated with a recent negative life event with minimal impact on life domain functioning.
2	Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered significantly in child's ability to function in at least one life domain. This may include significant withdrawal, avoidance, or elective mutism.
3	Clear evidence of a disabling level of depression that makes it virtually impossible for the child to function in any life domain.

Check	ANXIETY <i>Please rate based on the past 24 hours</i>
0	No evidence
1	History or suspicion of anxiety problems or mild to moderate anxiety associated with a recent negative life event.
2	Clear evidence of anxiety associated with either anxious mood or significant fearfulness. Anxiety has interfered significantly in child's ability to function in at least one life domain.
3	Clear evidence of debilitating level of anxiety that makes it virtually impossible for the child to function in any life domain.

Check	OPPOSITIONAL <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History or recent onset (past 6 weeks) of defiance towards authority figures.
2	Clear evidence of oppositional and/or defiant behavior towards authority figures, which is currently interfering with the child's functioning in at least one life domain. Behavior causes emotional harm to others.
3	Clear evidence of a dangerous level of oppositional behavior involving harm or threat of physical harm to others.

Check	CONDUCT <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History or suspicion of problems associated with antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property or animals.
2	Clear evidence of antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property, or animals.
3	Evidence of a severe level of conduct problems as described above that places the child or community at significant risk of physical harm due to these behaviors.

Check	ADJUSTMENT TO TRAUMA <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History or suspicion of problems associated with traumatic life events.
2	Clear evidence of adjustment problems associated with traumatic life event/s. Adjustment is interfering with child's functioning in at least one life domain.
3	Clear evidence of symptoms of Post Traumatic Stress Disorder, which may include flashbacks, nightmares, significant anxiety, and intrusive thoughts of trauma experience.

Check	ANGER CONTROL <i>Please rate based on the past 24 hours</i>
0	No evidence of any significant anger control problems.
1	Some problems with controlling anger. Child may sometimes become verbally aggressive when frustrated. Peers and family may be aware of and may attempt to avoid stimulating angry outbursts.
2	Moderate anger control problems. Child's temper has gotten him/her in significant trouble with peers, family and/or school. Anger may be associated with physical violence. Others are likely quite aware of anger potential.
3	Severe anger control problems. Child's temper is likely associated with frequent fighting that is often physical. Others likely fear him/her.

Check	SUBSTANCE USE <i>Please rate the highest level from the past 24 hours</i>
0	No evidence
1	History or suspicion of substance use.
2	Clear evidence of substance abuse that interferes with functioning in any life domain.
3	Child requires detoxification OR is addicted to alcohol and/or drugs. Include here a child/youth who is intoxicated at the time of the assessment (i.e., currently under the influence).

FUNCTIONING PROBLEMS

Check	LIVING SITUATION <i>Please rate the highest level from the past 30 days</i>
0	No evidence of problem with functioning in home-like settings.
1	Mild problems with functioning at home. Caregivers concerned about child's behavior at home.
2	Moderate to severe problems with functioning at home. Child has difficulties maintaining his/her behavior in this setting creating significant problems for others in the home.
3	Profound problems with functioning at home. Child is at immediate risk of being removed from home due to his/her behaviors.

Check	COMMUNITY <i>Please rate the highest level from the past 30 days</i>
0	No evidence of problems with functioning in the community.
1	Mild problems with functioning in the community. Child's behavior has raised the concerns of some community members and/or institutions.
2	Moderate to severe problems with functioning in the community. Child has difficulties maintaining his/her behavior to avoid sanctions from community members and/or institutions.
3	Profound problems with functioning in the community. Child is at immediate risk of being removed from the community.

Check	SCHOOL <i>Please rate the highest level from the past 30 days</i>
0	Child is performing well in school.
1	Child is performing adequately in school although some problems may exist.
2	Child is experiencing moderate problems with school attendance, behavior, and/or achievement.
3	Child is experiencing severe problems in school with school attendance, behavior, and/or achievement.

Check	PEER FUNCTIONING <i>Please rate the highest level from the past 30 days</i>
0	Child has healthy peer relationships.
1	Child is having some minor problems with his/her peers.
2	Child is having some moderate problems with his/her peers. This may include a limited number of peers or difficulties maintaining same age friendships.
3	Child is experiencing severe disruptions in his/her peers. This may include have very little social contact with peers or primary affiliation with a negative peer group (e.g. gang member)

Check	DEVELOPMENTAL <i>Please rate the highest level from the past 30 days</i>
0	Child has no developmental problems.
1	Child has some problems with physical immaturity or there are concerns about possible developmental delay. Child may have low IQ.
2	Child has developmental delays or mild mental retardation.
3	Child has severe and pervasive developmental delays or profound mental retardation.

Check	SLEEP <i>Please rate the highest level from the past 30 days</i>
0	Child gets a full night's sleep each night.
1	Child has some problems sleeping. Generally, child gets a full night's sleep but at least once a week problems arise. This may include occasionally waking or bed wetting or nightmares.
2	Child is having problems with sleep. Sleep is often disrupted and child seldom obtains a full night of sleep
3	Child is generally sleep deprived. Sleeping is difficult for the child and they are not able to get a full night's sleep.

<i>Check</i>	MEDICATION COMPLIANCE <i>Please rate the highest level from the past 30 days</i>
0	Child takes psychotropic medications as prescribed and without problems or child is not currently on any psychotropic medication.
1	Child will take psychotropic medications routinely, but who sometimes needs reminders to maintain compliance. Also, a history of medication noncompliance but no current problems would be rated here.
2	Child is somewhat non-compliant. The child may be resistant to taking psychotropic medications or may tend to overuse his or her medications. He/she might comply with prescription plans for periods of time (1-2 weeks) but generally does not sustain taking medication in prescribed dose or schedule.
3	Child and caregivers are not compliant with prescribed medications or child abuses prescription medication.

JUVENILE JUSTICE

<i>Check</i>	JUVENILE JUSTICE STATUS <i>Please rate the highest level from the past 30 days</i>
0	No current involvement
1	Status offense: Juvenile/Family conflict, in-county runaway, truancy, petty offenses.
2	Moderate juvenile delinquency: offenses against persons, offenses against property.
3	Felony criminal activity: serious offenses against persons or property (e.g. robbery, aggravated assault, possession with intent to distribute CDS, 1 st or 2 nd degree offenses.

<i>Check</i>	COMMUNITY SAFETY <i>Please rate the highest level from the past 30 days</i>
0	No evidence of any risk to the community from the child's behavior.
1	Child has a history of presenting a significant physical risk to community members or a mild to moderate risk of other negative outcomes.
2	Child's current behavior represents a moderate risk of physical danger or a significant risk of other negative outcomes.
3	Child's current behavior represents a significant risk of physical danger to members of the community.

<i>Check</i>	DELINQUENCY <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of delinquency but no acts of delinquency in past 30 days.
2	Recent acts of delinquency.
3	Severe acts of delinquency that places others at risk of significant loss or injury or place child at risk of adult sanctions.

CHILD PROTECTION

<i>Check</i>	ABUSE OR NEGELCT <i>Please rate the highest level from the past 24 hours</i>
0	No evidence the child is at risk for physical or sexual abuse with current caregivers.
1	Child has a history of abuse with current caregivers but he/she is not currently at risk.
2	Child is at risk of abuse or neglect, must contact DYFS Protective Services.
3	Child at immediate risk of abuse or neglect and requires immediate protection.

***All referrants are legally required to report suspected child abuse or neglect**

Check	DOMESTIC VIOLENCE <i>Please rate the highest level from the past 24 hours</i>
0	No evidence of domestic violence in family or household.
1	Child has a history of exposure to domestic violence but no current violence in the household.
2	Child is exposed to domestic violence in the household. DYFS Protective Services must be called.
3	Child is in danger due to domestic violence in the household. Child requires immediate protection.

CAREGIVER NEEDS & STRENGTHS

Check	HEALTH <i>Please rate the highest level from the past 24 hours</i>
0	Caregiver is generally healthy.
1	Caregiver is in recovery from medical, physical, mental health, or substance use problems or has mild or controlled health problems that have the potential to complicate parenting.
2	Caregiver has medical, physical, mental health, or substance use problems that interfere with their parenting role.
3	Caregiver has medical, physical, mental health, and/or substance use problems that make it impossible for them to parent at this time.

Check	SUPERVISION <i>Please rate the highest level from the past 24 hours</i>
0	Caregiver has good monitoring and discipline skills.
1	Caregiver provides generally adequate supervision. May require occasional help or technical assistance.
2	Caregiver reports difficulties monitoring and/or disciplining child. Caregiver requires assistance to improve supervision skills.
3	Caregiver is absent or requires considerable help to monitor or discipline the child. Caregiver requires immediate and continuing assistance. Child at risk of harm to self due to absence of supervision.

Check	INVOLVEMENT with CARE <i>Please rate the highest level from the past 24 hours</i>
0	Caregiver is able to act as an effective advocate for child.
1	Caregiver has history of seeking help for their children. Caregiver is open to receiving support, education, and information
2	Caregiver does not wish to participate in services and/or interventions intended to assist their child.
3	Caregiver wishes for child to be removed from their care.

Check	SOCIAL RESOURCES <i>Please rate the highest level from the past 24 hours</i>
0	Caregiver has significant family, friend or social network that actively helps family and child.
1	Caregiver has some family, friend, or social network that actively help with family and child.
2	Caregiver has some family friend, or social network that may be able to help with family and child
3	Caregiver has no family, friend, or social network that may be able to help with family and child.

Check	RESIDENTIAL STABILITY <i>Please rate the highest level from the past 24 hours</i>
0	Caregiver has stable housing for the foreseeable future
1	Caregiver has relatively stable housing but either has moved in the past three months or there are indications of housing problems that might force them to move in the next three months.
2	Caregiver has moved multiple times in the past year. Housing is unstable.
3	Caregiver has experienced periods of homelessness in the past six months.

Check	FAMILY STRESS <i>Please rate the highest level from the past 30 days</i>
0	Caregiver able to manage the stress of child/children's needs..
1	Caregiver has some problems managing the stress of child/children's needs.
2	Caregiver has notable problems managing the stress of child/children's needs. This stress interferes with their capacity to give care.
3	Caregiver is unable to manage the stress associated with child/children's needs. This stress prevents caregiver from parenting.

Child's First	Middle	Last Name	Date		
Child's DOB	Ethnicity	<input type="checkbox"/> Not Hispanic <input type="checkbox"/> Puerto Rican	<input type="checkbox"/> Mexican <input type="checkbox"/> Cuban	<input type="checkbox"/> Other Hispanic <input type="checkbox"/> Latino, Unk Origin	Gender <input type="checkbox"/> M <input type="checkbox"/> F
Race	<input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hawaiian <input type="checkbox"/> Native American <input type="checkbox"/> White	Zip Code _____			
Medicaid # _____		SSN _____			

Mother's Maiden Name: _____	Agency: _____
Assessor (Print Name) _____	Signature of Assessor _____

CHILD RISK BEHAVIORS

0 = no evidence 1 = history, watch/prevent
 2 = recent, act 3 = acute, act immediately

	0	1	2	3
Suicide Risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Mutilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Self Harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danger to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Aggression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Runaway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fire Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CHILD BEHAVIORAL/ EMOTIONAL SYMPTOMS

0 = no evidence
 1 = history or sub-threshold, watch/prevent
 2 = causing problems, consistent with diagnosable disorder
 3 = causing severe/dangerous problems

	0	1	2	3
Psychosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impulse / Hyper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oppositional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjustment to Trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anger Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LIFE DOMAIN FUNCTIONING

	NA	0	1	2	3
Living Situation		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Functioning		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleep		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medication Compliance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

JUVENILE JUSTICE

0 = no evidence of problems 1 = history, mild
 2 = moderate 3 = severe

	0	1	2	3
Juvenile Justice Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delinquency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CHILD PROTECTION

0 = no evidence of problems 1 = history, mild
 2 = moderate 3 = severe

	0	1	2	3
Abuse or Neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CAREGIVER STRENGTHS & NEEDS

☐ Not applicable – no caregiver identified

0 = no evidence 1 = minimal needs
 2 = moderate needs 3 = severe needs

	0	1	2	3
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

